

## **PROGRAM DESCRIPTION AND GENERAL OBJECTIVES**

The goals of the Learning and Development program in Educational Psychology are twofold; first, to provide advanced study in the psychology of learning and developmental psychology, and second, to support the development of student's research skills through mentorship, involvement in faculty research and, if the M.A. route is chosen, a final research based thesis. Small classes, a variety of research experience opportunities, and the potential to explore cross-disciplinary interests through courses from other departments (e.g. special education, curriculum and instruction, physical education, and other university faculties) characterize our program.

The general objectives of the Learning & Development program are:

1. To provide students with current theoretical, research and practical knowledge as a basis for professional development in educational psychology.
2. To provide students with opportunities to investigate significant issues in the field of educational psychology through individual study and empirical research.

## **PROGRAMS OFFERED**

1. M.Ed. degree program
  - full-time on-campus program (entry date September each year).
2. M.A. degree program
  - full-time on-campus program (entry date September of each year).
3. Ph.D. in Educational Psychology
  - normal entry date is September of each year (see Ph.D. brochure).

## **WHY STUDY EDUCATIONAL PSYCHOLOGY AT THE UNIVERSITY OF VICTORIA?**

1. Small, intensive programs with close faculty contact, promoting professional development in educational psychology.
2. Programs that balance theory, practical knowledge, and research.
3. Excellent record of acceptance into Ph.D. programs and job attainment upon graduation.
4. The option of completing either an M.Ed. or M.A. depending upon future professional goals.
5. Some fellowship and scholarship awards, research assistantships with grant holding faculty, and teaching assistantships are available.

## **ETHICAL & PROFESSIONAL PRACTICE OF GRADUATE STUDENTS**

Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationships with peers, faculty, and with any children/adolescents for whom they may provide service. Students will be subject to the provisions of the ethical guidelines of their respective professions. Students may be required to withdraw from a course or program when ethical, medical or other reasons interfere with satisfactory practice in their respective professions.

## MASTER OF ARTS OR MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY (LEARNING & DEVELOPMENT)?

**Overview:** The M.Ed. degree is generally preferred by individuals who want to work in the public schools or related agencies. Also, the M.Ed program is more often selected by applicants who expect that their career goals, employment, or interests will involve them in developing and evaluating programs or services related to educational psychology. Students graduating with an M.Ed. degree may be required to take additional research courses and demonstrate research and writing ability should they wish to be considered for doctoral studies. The requirements for doctoral study vary from university to university.

Applicants who anticipate that their future career will involve them in research should consider the M.A. program. Persons who anticipate going on to a doctoral program are advised to apply for the M.A. degree. This degree is also selected frequently by applicants who enjoy and wish to develop the skills of conducting research and writing.

**Time:** While both degree programs require a minimum of 18 units for completion, M.A. students often take between 21 - 24 units to complete their degree. The M.A. degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The M.Ed. degree usually can be completed in a shorter period because it does not require thesis research.

**Program Content:** There is a common core of courses for both M.A. and M.Ed. students. This means an approximately 60% overlap between the course work for both programs. The major difference in program content is the research emphasis (thesis) in the M.A. program and the evaluation emphasis (project) in the M.Ed. program.

**Admission Criteria:** The same criteria and standards for admission are used to review candidates for both programs.

**Transfer:** Persons admitted to either of the degree programs can apply for transfer, if upon further deliberation they have changed their interest, career objective, or time commitments. However, all transfers are carefully considered by the learning and development faculty on an individual basis, and transfer is not automatic.

## EDUCATIONAL PSYCHOLOGY (LEARNING AND DEVELOPMENT) FACULTY

**Wanda A. Rumson Boyer, Ph.D. (721-7814)** Early childhood education, motivation, professional studies, and family development

**Allyson Hadwin, Ph.D. (721-6347)** Cognition and instruction, metacognition, self-regulated learning, designs of instruction to promote self-regulated learning, computer-based learning environments, study skills & strategic learning, learning theories.

**Brian Harvey, Ph.D. (721-7856)** Adolescent psychology, cross-cultural psychology.

**Joan M. Martin, Ph.D. (642-0296)** Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology.

**John Walsh, Ph.D. (721-7791)** Instructional psychology, assessment of student cognition, cognition and motivation, quantitative methods, psychometrics, multivariate techniques; school psychology, assessment of children with learning problems.

More detailed information about the faculty members may be obtained on the Department website at:  
< <http://www.educ.uvic.ca/epls> >

## PROGRAM REQUIREMENTS

Presented below is the normal program of study for the two masters degrees offered in Educational Psychology (Learning and Development). Although both degrees require a minimum of 18 units of study, students are encouraged to take additional courses as well.

- (a) **M.Ed. Program:** A minimum of 18 units of course work is required and includes a individual project and a comprehensive exam. The M.Ed. program of study includes the following requirements:

Core Required Courses:

ED-D 500	(1.5)	Learning Principles
ED-D 505	(1.5)	Basic Concepts in Human Development
ED-D 506	(1.5)	Selected Topics in Human Development
ED-D 508	(1.5)	Theories of Learning

3 Units selected from the following five courses:

ED-D 503	(1.5)	Curriculum Evaluation
ED-D 560	(1.5)	Statistical Methods in Education
ED-D 561A	(1.5)	Methods in Educational Research
ED-D 567	(1.5)	Single Case Research
EDCI 580	(1.5)	Interpretive Inquiry

Electives: (6.0) units chosen in consultation with the student's supervisor.

ED-D 598	(3.0)	Project
<u>ED-D 597</u>	<u>(0.0)</u>	<u>Comprehensive Examination</u>
TOTAL:	18.0 units	

- (b) **M.A. Program:** A minimum of 18 units of course work is required and includes a research based thesis and its oral defense. The M.Ed. program of study includes the following requirements:

ED-D 500	(1.5)	Learning Principles
ED-D 505	(1.5)	Basic Concepts in Human Development
ED-D 506	(1.5)	Selected Topics in Human Development
ED-D 508	(1.5)	Theories of Learning
ED-D 560	(1.5)	Statistical Methods in Education
ED-D 561A	(1.5)	Methods in Educational Research

\*Electives:(6.0 units) chosen in consultation with the student's supervisor.

<u>ED-D 599</u>	<u>(3.0)</u>	<u>Thesis and oral defence</u>
TOTAL:	18.0 units	

**\*Electives for the Learning And Development M.A. and M.Ed. Programs:**

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other sections of the Educational Psychology and Leadership Studies department (i.e., Counselling; Special Education; and Measurement and Evaluation). Additionally, a range of excellent courses are offered across campus in other graduate programs. The department offering the course, not EPLS, determines the availability of these courses.

## REQUIREMENTS FOR ADMISSION

1. A baccalaureate degree with a B average (70%) or higher in the last two years of course work and at least a B+ average in senior undergraduate psychology courses.
2. Applicants must have completed the following prerequisite courses (or their equivalents):
  - a) ED-D 300, Introduction to Educational Psychology  
**or** ED-D 401, Introduction to Psychology of Classroom Learning  
**or** any senior undergraduate course in learning theory and/or learning principles as related to children and/or adolescents
  - b) ED-D 305, Psychology of Childhood  
**or** ED-D 406, Psychology of Adolescence  
**or** any senior undergraduate course in development (life-span, childhood, and/or adolescent development)
  - c) ED-D 337, Evaluation of Student Achievement  
**or** PSYC 300A, Statistical Methods in Psychology  
**or** any introductory undergraduate course in statistical analysis and/or classroom assessment
- Note:** Applicants applying for equivalence must send course outlines and other supporting information to the Graduate Advisor by **January 8**.
3. Relevant field experience should be documented in a complete résumé.
4. Two letters of reference (assessment reports) from academic and/or field supervisors.
5. A letter of intent.

**Full-Time/Part-Time Study:** Students in the on-campus program are expected to enroll in the program on a full-time basis. Full-time status means that a student: (a) is taking a minimum of 3 units of courses per term; and (b) will not be employed more than half-time during this period. Part-time admission may be applied for under exceptional circumstances.

**Returning Students:** Applicants reactivating their file for reconsideration should detail in a letter the actions they have taken to strengthen their new application over the previous one.

☛ **Please Note:** For the 2007-2008 academic year some of the pre-requisites listed above may not be offered at the University of Victoria. However, equivalent courses will be accepted. Please contact the Graduate Advisor if you wish to ensure the appropriateness of potential equivalent courses.

## FINANCIAL ASSISTANCE

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. All students admitted to the program who were assessed with a 7.0 or higher GPA will be considered.

Paid assistantships (research and teaching) are available within the department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching and research assistantships varies yearly. In recent years these forms of student support have received additional funding through the Academic Income Supplement (AIS) program. For information, contact individual professors and the Department Chair. For further information on awards for graduate study please refer to the University Calendar.

The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid department. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of \$3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at <http://registrar.uvic.ca/safa/workstudy/workstudyindex.html>

## **GUIDELINES FOR APPLICANTS**

Each year the Department receives a number of applications for entry into Educational Psychology (emphasis in Learning and Development). Most applicants meet the minimum requirements (described on page 2) for admission, yet only a small number of students are admitted in any year. This low number is due to the limited resources available for conducting the program. The following information is provided to assist applicants in presenting a complete and competitive application. The ideas suggested here are based on several years experience in receiving successful and unsuccessful applications. While these suggestions are designed to improve the quality of applications, they do not in any way guarantee admission.

### **Prerequisite Courses**

Applicants should list on a separate sheet of paper the courses they believe complete course requirements for the senior level undergraduate courses listed in this brochure. Indicate which courses the applicant has completed that match with the content areas listed. If the title of the completed course does not present a clear meaning of the content of the course, present a brief description of the course content. If applicants are unsure if the content of a particular course meets the prerequisite requirements, enclose a copy of the course syllabus with the application material to the Graduate Advisor.

### **Previous Field Experience is Desirable (Curriculum vitae/résumé)**

We encourage applicants to obtain relevant field experience prior to applying. Experience may be in more than one setting, paid or voluntary, and does not need to be continuous. A separate résumé must be included, documenting all work experience. Students who reactivate their file must submit a current résumé to Graduate Admissions and Records. Please include the date of the résumé.

In the résumé, all relevant field experience should be clearly documented. Each applicant has an opportunity to document in what way they believe their experience is relevant and successful. Whether the candidate has been working or not, all gaps in the history should be included and explained. The purpose of the experience requirement is, in part, to show involvement and interest in people-oriented work.

### **Assessment Reports (References)**

Each applicant is required to submit two confidential assessment reports from persons who are in positions to comment on the candidate's abilities and performance. These references should be from academic instructors and professional supervisors (at least one of each), and must be written specifically for admission to UVic's Educational Psychology (Learning and Development) graduate program. Letters from co-workers or friends are not appropriate.

Please ensure that referees use the correct forms and submit them directly to Graduate Admissions and Records. If the referees choose to write a personal letter, please request they attach it to the proper form. Students who reactivate their file may submit two additional assessment reports.

### **Letter of Intent**

All applicants to Educational Psychology graduate programs must submit a letter of intent divided in two sections: a *Personal Statement* and a *Research Statement (if applying to the MA program)*. Send to the Department and include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available). Students who reactivate their file should submit an updated Letter of Intent.

#### **Personal Statement**

Applicants are to prepare a Personal Statement as part of their admission requirements covering the following areas:

- (a) How might enrolment in a Educational Psychology (emphasis in Learning and Development) graduate program at the University of Victoria help you meet important life goals and aspirations?
- (b) What do you expect to gain from enrolling in the program in terms of course content and skill development?
- (c) Add any other relevant information that you think would help the admissions committee in reviewing your application.

Applicants are advised to use the above headings in abbreviated form in the Personal Statement, to facilitate the reading of material. The personal statement should be typed, double spaced, with normal margins and should be no longer than 4 pages.

#### **Research Statement**

M.A. applicants are asked to include a separate description of previous experience with research projects or courses. In addition, applicants should include a description of present interests in Learning and Development research areas (this information is used to assign a supervisor).

**Please Note:** The number of M.A. students admitted each year varies, dependent upon the availability of faculty members for supervision.

## APPLICATION DEADLINE

Completed applications (online or paper) must be received by Graduate Admissions and Records, 2nd Floor, University Centre by 4:30 p.m., January 8. It is the responsibility of the applicant to ensure the application is complete (i.e., ALL sections are filled in) and that all the necessary documents (e.g., transcripts, assessment reports) listed on the application form are submitted in a timely fashion. Please use the Application Checklist to organize your application.

## APPLICATION OPTIONS

Applicants can now apply on-line or download an application from the Graduate Admissions and Records website. Refer to *Prospective Student Information* at <http://registrar.uvic.ca/grad/admission-checklist.html> for details on the registration process and other helpful information.

It is the responsibility of the applicant to ensure ALL sections on the application are completed and ALL required documents (e.g., transcripts, assessment reports) are submitted. Please use checklist located below to organize your application.

Students are encouraged to begin the application process well in advance, particularly if transcripts and letters of reference are coming from outside the province.

For students who have previously applied for graduate studies, re-registration is required and an application fee sent to Graduate Admissions and Records by January 8, 2007. If it is more than one year since applying, a new application is required. Files are kept for 1 year. Students who reactivate their file must submit a revised resume to Graduate Admissions and a revised Personal Statement and Research Statement (if applicable) to the Department. Please put current dates on these items.

For assistance with the registration process, please contact Sherry Graver, Graduate Admissions and Records at [sgraver@uvic.ca](mailto:sgraver@uvic.ca) or telephone (250) 721-8715.

## GRADUATE ADVISOR

### GRADUATE ADVISOR (Effective July 1, 2006)

**Dr. John Walsh, email: [jwalsh@uvic.ca](mailto:jwalsh@uvic.ca), MacLaurin A523, Tel. (250) 721-7791, FAX (250) 721-6190**

**Mailing Address:** Faculty of Education, University of Victoria  
Box 3010, Victoria, B.C. V8W 3N4

**Courier Address:** Faculty of Education, University of Victoria  
MacLaurin Building, General Office Room A241 Tel. (250) 721-7766  
3800 Finnerty Road, Victoria BC V8P 5C2

## GRADUATE PROGRAM ASSISTANT

**Zoria Crilly, email: [eplsgrad@uvic.ca](mailto:eplsgrad@uvic.ca), MacLaurin A451, Tel. (250) 721-7883, FAX: (250) 721-6190**

## APPLICATION CHECKLIST

Please note that certain documents should be sent to Graduate Admissions and Records and certain documents should be sent to the Department. To assist in the process, the following checklist has been developed for your use. Please ensure the proper documents are sent to the proper person. Original documents must be received by the dates indicated.

Applicants are encouraged to begin the process in the preceding Fall as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts).

Use this Application Checklist to confirm that all required material has been submitted.

### APPLICATION CHECKLIST FOR FULL TIME PROGRAM

**DEADLINE: January 8, 2007**

Name \_\_\_\_\_

Date Submitted \_\_\_\_\_

Applicant Signature \_\_\_\_\_

MATERIAL TO BE SENT TO GRADUATE ADMISSIONS AND RECORDS	MATERIAL TO BE SENT TO DEPARTMENT
<p><b>University of Victoria Box 3025, Victoria, BC V8W 3P2</b></p> <hr/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Application Form or Online Application (ensure all sections are complete)</li> <li><input type="checkbox"/> Application Fee</li> <li><input type="checkbox"/> List of courses in progress</li> <li><input type="checkbox"/> Résumé</li> <li><input type="checkbox"/> Assessment Reports (2)</li> <li><input type="checkbox"/> Official Transcripts (2 copies of each transcript)</li> </ul>	<p><b>Learning &amp; Development Graduate Program Educational Psychology &amp; Leadership Studies Faculty of Education University of Victoria Box 3010, Victoria, BC V8W 3N4</b></p> <hr/> <ul style="list-style-type: none"> <li><input type="checkbox"/> Request for Equivalency (if appropriate)</li> </ul> <p><u>Letter of Intent</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Statement and/or</li> <li><input type="checkbox"/> Research Statement (M.A. applicants only)</li> <li><input type="checkbox"/> Copy of Application Checklist</li> <li><input type="checkbox"/> For reactivation of a file                             <ul style="list-style-type: none"> <li>• a letter stating actions taken to strengthen the new application</li> <li>• updated Personal Statement</li> <li>• updated Research Statement (MA applicants only)</li> </ul> </li> </ul> <p><b>Note: For the above documentation please include on the first page: current date, name, address, phone number, and fax number/e-mail address (if available).</b></p>